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| ***Teacher: Tiffany Paeschke*** | | | ***Subject: ELA CP*** | | | | ***Grade: 9*** |
| ***Learning Goals: Define, identify, and correct run-on sentences.*** | | | | | | | |
| ***Standards SCELA/Common Core*** | **Reading and interpreting literary text adheres to:**  [CCSS.ELA-LANGUAGE](http://www.corestandards.org/ELA-Literacy/L/11-12/1/) STANDARD 1:  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  CCSS.ELA-LANGUAGE STANDARD 2:  Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing. | | | | | | |
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| ***Benchmark(s)*** | This lesson is intended as part of a grammar unit where students will work with run-on sentences to be able to identify them in their own writing.  **The student will be able to:**    **Define run-on.**  **Identify run-ons.**  **Correct run-ons with appropriate punctuation.** | | | | | | |
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| ***Indicator(s)*** | **The student will:**  Read a series of run-on sentences and proper ways to correct them.  Correct run-on sentences independently.  Revise corrections in a group lesson. | | | | | | |
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| ***What will students know and be able to do at the end of the lesson?***   1. *Define run-on sentences* 2. *Identify run-on sentences* 3. *Utilize technology to relay a specific point* 4. *Correct run-on sentences with appropriate punctuation.* | | | | | | | |
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| ***Student Background Knowledge and Experience*** | | | | | | | |
| ***Student prior knowledge and skills:***  **Have learned about the period, commas, coordinating conjunctions, and semicolons.** | | | | ***Accommodations for Diversity (if applicable):*** | | | |
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| ***Instructional Procedures: Follow the SMART board directions.*** | | | | | | | |
| ***Content Summary (concepts and essential understandings):***  ***Run-on sentences are a common mistake in student writing. This lesson will make students work with run-on sentences to avoid making them in their own writing.*** | | | | | | | |
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| ***Teaching Methods:***   1. ***Defining run-on sentences*** 2. ***Working with run-on sentences independently and in whole class discussion*** | | | | | | | |
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| ***Student Grouping:  Independent and Whole Group*** | | | | | ***Interdisciplinary Strategies:***  ***STEM, Technology*** | ***Reading Strategies:***  ***Reading done individually, small group, and classroom*** | |
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| ***Resources and Materials*** | | | | | | | |
| ***Written Texts:***  ***None*** | | ***Oral Media:***  ***None*** | | ***Visual Media:***  ***SMART board*** | | ***Technology:***  ***SMART board*** | |
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| ***Instructional Activities (Lesson sequence and allotted time)*** | | | | | | | |
| **Instructional Lesson on run-ons (10 minutes)**  **Two sentences as examples and discussion of proper corrections (20 min)**  **Paragraph to correct independently (10 min)**  **Correction of revisions on SMART board (10 min.)** | | | | | | | |
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| ***Closing:***  ***Students will create two run-on sentences to correct for homework.*** | | | | | | | |
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| ***Formative Assessment/Evaluation (Attach assessments and assessment criteria – cite evidence of meeting learning goals)*** | | | | | | | |
| **The students will be assessed on their:**  **Corrections for run-on sentences in independent work.**  **Future graded writing assignments.** | | | | | | | |
| ***Adaptations/Accommodations (Include student needs and instructional modifications, if applicable)*** | | | | | | | |
| **Accommodations will be made as needed.** | | | | | | | |
| ***Reflection (Indicate what you would do the same and what you would do differently when teaching this lesson again)*** | | | | | | | |
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